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ABSTRACT

A needs assessment of elementary and secondary school media specialists indicated that an information handbook would improve the professional orientation of beginning media specialists. Such an instructional handbook was developed by excerpting policies and procedures from two district policy books, and taking guidelines from standard works on library administration. The handbook was then presented to a target group of beginning media specialists during orientation sessions held at their schools. Feedback from the media specialists during the orientation, and evaluation of both the orientation session and the handbook at the close of the session, provided data on the benefits of the new handbook. The results indicated that both the "Library Media Services Information Handbook" and the orientation session improved the understanding of policies and procedures for beginning media specialists. Raw data and questionnaires are appended. (16 references) (DB)

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DEVELOPING AN INFORMATION HANDBOOK TO IMPROVE THE PROFESSIONAL ORIENTATION OF BEGINNING MEDIA SPECIALISTS

by

JANE H. HARGETT

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A Practicum Report
submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Educational Specialist.

The abstract of this report may be placed in the School Practices Information Files for reference.

March/1987

IR014858

Running Head: INFORMATION HANDBOOK

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Authorship Statement

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Abstract

Developing an Information Handbook to Improve the Professional Orientation of Beginning Media Specialists.
Hargett, Jane H., 1987: Practicum Report, Nova University, Center for the Advancement of Education.
Descriptors: Media Specialists/Orientation Materials/School Libraries/Librarians/Library Administration/Library Services/Library Personnel/Guides/Staff Orientation/

After a survey of media specialists in a rapidly growing school district and interviews with 10 library media supervisors in other school districts, it was determined that an information handbook would improve the professional orientation of beginning media specialists by increasing their understanding of district policies and procedures. Policies and procedures were excerpted from two district policy books, and guidelines were taken from standard works on library administration. The format and organization of the handbook was designed to allow for easy revision. Library Media Services Information Handbook was presented to the target group of beginning media specialists during individual orientation sessions held at their schools. The face-to-face orientation session allowed the beginning media specialists to ask

questions and give feedback. At the end of the orientation session, the beginning media specialists evaluated the handbook and the orientation session with a checklist to estimate their improved understanding of library media policies and procedures. The Supervisor of Library Media Services gave input and approval to the development of the handbook and also evaluated it with a checklist. The results indicated that a handbook and orientation session improved beginning media specialists' understanding of policies and procedures.

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APPENDIX F

NOVA UNIVERSITY
CENTER FOR THE ADVANCEMENT OF EDUCATION
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Practicum Title DEVELOPING AN INFORMATION HANDBOOK TO IMPROVE THE PROFESSIONAL ORIENTATION OF BEGINNING MEDIA SPECIALISTS

Student's Name Jane H. Hargett

Program Site Fort Pierce Date February 20, 1987

Observer's Name Susan Kelly Susan Kelly
(please print ---------and sign)

Observer's position Microcomputer Program Specialist

Observer's comment on impact of the project (handwritten): This project has already, and will continue, to provide much needed information on county procedures. Before this project, media specialists had to learn these procedures from experience, sometimes painful or costly.

Chapter 1: Purpose

The Library Media Services department of a school district in Southeastern Florida is the setting for this practicum. As of October 20, 1986, the school district has employed 1,003 teachers in 22 schools serving 17,010 students. Of these 22 schools, 19 have school library media centers staffed by 23 certified media specialists. (The three schools without library media centers are exceptional education sites.) Of these 23 media specialists, six have been hired within the past three years. None of these six, although certified, has had prior experience as a media specialist.

Although the writer has held the position of media program specialist with the school district's library media services for only one year, she has served as a school-based media specialist for the previous 17 years. (Fifteen of these years have been for the school district in which this practicum will be implemented.)

While under the direction of the Supervisor of Library Media Services, the writer assumes several

responsibilities. As media program specialist, the writer is responsible for supervising the orientation of beginning media specialists. In addition to this duty, providing assistance and consultation to all media specialists as they develop sound media programs is an integral part of the position.

This particular county and school system have been experiencing tremendous change. The 1980 census statistics recorded a 71% increase in population from 1970 to 1980 (from a county population of 50,836 to 87,182). This rate of increase has continued during the 1980's and has necessitated the construction of six new schools in the past six years. Moreover, two additional schools are scheduled to open within the next two years. With the opening of each new school, one or two media specialists must be hired. Having every school in the district accreditied by the Southern Association of Colleges and Schools (SACS) during the 1982-1983 school year has also necessitated the hiring of additional media specialists at the middle school level in accordance with SACS standards.

For the 1986-1987 school year, two beginning media specialists have been hired and are currently working

in elementary schools with grade levels K-6. Each has taught for some years, but neither has had prior experience in a library media center. They are, however, certified in media, and each has a Masters in Learning Resources.

In library media, as in any area, a supervisor needs a basic communication tool to help clarify policies and procedures. A policy manual, or information handbook, can serve as this tool. In this Florida school district, the school board has a policies and procedures manual dealing with personnel and administrative issues. However, this manual does not address the particular concerns of each department.

Presently, the Library Media Services department does not have an information handbook or formal orientation program for beginning media specialists. The district staff visits the schools, offers advice and assistance, and encourages beginning media specialists to telephone if they need help. Often, when they need advice or clarification on some issue, beginning media specialists do telephone the district staff or experienced media specialists in other schools. However, they have no written guidelines to

which they can refer. That such guidelines are needed is evidenced by a recent letter by the Supervisor of Library Media Services (Appendix A), systematic observation by the author during 15 years as a school-level media specialist, and by the results of the Beginning Media Specialist Orientation Survey (Appendix C). In order to meet these needs an information handbook should be available to beginning media specialists, and a formal session should be held to review the handbook and provide a chance for beginning media specialists to ask questions and to give feedback.

Surace (1968) states, "Every organization, including a library, must have plans, policies, objectives, etc. to be used as means toward an orderly and purposeful direction of effort. Without these, an organization will find itself in chaos and meaningless activity." To promote an "orderly and purposeful direction of effort" by the Library Media Services department, an information handbook will be compiled during a period of 10 weeks. Since there is no handbook at the present time, this will mean a 100% improvement. The Supervisor of Library Media Services

will evaluate the content, readability, format, and ease of use of the handbook.

After the handbook has received the approval of the Supervisor of Library Media Services, it will provide the basis for an orientation session for beginning media specialists. This orientation session will take place in the middle of the school year and should improve the understanding of policies and procedures by 25%. By then the beginning media specialists will have participated in informal orientation sessions throughout the school year. (Future orientation sessions held at the beginning of the year should show an even greater rate of improvement.) At the end of the orientation session, the beginning media specialists will be asked to complete a checklist to evaluate the effectiveness of the information handbook and the orientation session.

In summary, during a period of 10 weeks an information handbook will be developed and an orientation session held that will improve beginning media specialists' understanding of library media policies and procedures by 25% as measured on an evaluation checklist.

Chapter 2: Research and Solution Strategy

Communication between supervisors and employees has been the subject of numerous studies, including those done in libraries. The Systems and Procedures Exchange Center (SPEC) (1979) has conducted a survey of Association of Research Libraries (ARL) institutions to identify common practices, approaches, and problems related to communication. The SPEC Flyer produced to explain the responses received from 75 of 105 ARL libraries states, "Survey responses indicate that many libraries are seeking a communication program that can promote staff awareness and understanding of the library's objectives and that can convey helpful information concerning staff members' jobs and working environments." This increase in communication seems to affect job performance. SPEC concludes, "Staff understanding of events affecting their work tends to lead to higher productivity, better teamwork, and a renewed commitment to organizational goals."

The employee's attitude toward his work has also been stressed by Leonard (1972). In this study, performed as the result of "serious questions as to effectiveness of employee orientation procedures," an

employee induction model has been developed that depicts employees' and employer's points of view in the orientation process. Flow charts have been constructed to give a visual image of the model. Leonard feels that "the [formal] orientation will strengthen the employee's favorable attitudes and impressions."

Wangsgard (1976), using three randomly selected groups of library staff members, has collected data through a questionnaire that suggests that a handbook and formal orientation are significantly better for communication purposes than the use of a handbook alone. The reasons given are

1. The written handbook may not have been read by all employees.
2. If it was read, it could have been incorrectly interpreted.
3. The opportunity to attend an orientation session that would allow them to ask questions stimulated staff members to learn.
4. The orientation session leader considered various learning styles in presenting the material.

An opinion survey done by the Human Resources

Department of Blue Cross's Los Angeles Plan found that employees were often given no data about what was going on within the company or were given inaccurate information. The determination was made that an employee handbook would rectify this situation. Structuring the project into six phases, Cowan (1975) described the steps taken in developing and distributing the handbook as follows:

1. Setting of objectives
2. Research and content determination
3. Preparation of handbook draft and legal review
4. Format, design, and printing
5. Distribution
6. Follow-up

The handbook was distributed to every employee so each person could have a personal reference copy. It also provided the recruitment department with a tool to use with new employees during their orientation and initial weeks with the company. Two months after the handbook was distributed, a random sampling opinion was taken via a written questionnaire. The company received a 73% response. Most people felt the handbook was very

good and useful: some were indifferent, but no one said they did not like it. The employees did stress the importance of keeping the handbook and the orientation program up-to-date.

Another reliable and very complete work on producing a policy manual has been done by Lawson (1974). He discusses a policy manual's purpose and benefits, the sources of information, the contents, and the format and organization. He, also, gives advice on writing, proofreading, printing, and revising.

During September, 1986, 10 Florida counties, ranging in number of media specialists from 39 in Marion County to 300 in Dade County, were contacted by telephone to determine how their library media services departments handle orientation for beginning media specialists (Appendix B). Eight districts had meetings with the beginning media specialists during pre-school or at the beginning of the school year. One district met with the beginning media specialists on an inservice day in October. One offered evening workshops for inservice credit throughout the year, in addition to October, February, and March meetings. The district staff in seven districts went to the school

site to help orient beginning media specialists. One district even paired a beginning media specialist with an experienced employee. This "buddy system" was operated through that county's local media specialist association. Eight library media services departments produced a media specialist handbook. The two districts that did not have handbooks reported that they were in the process of developing them. In addition to questions about a handbook and formal orientation procedures, respondents were asked about areas in which new media specialists need the most guidance and direction. These answers varied, although ordering procedures and skills instruction were mentioned often.

In September, 1986, the 12 most recently hired media specialists were surveyed regarding the topics on which they would like information from the district library media services staff (Appendix C). These topics included items on organizing and administering a school library media center, public relations, cataloging, weeding, SACS standards, professional development, and the district employee evaluation/observation form. In the comments section

of the questionnaire, some of those surveyed stated that a handbook would be an excellent reference tool. A few mentioned that personal contact would still be necessary.

A review of the literature shows that good communication between supervisor and employee is critical for organizational effectiveness (Systems and Procedures Exchange Center, 1979; Leonard, 1972). When a supervisor is overseeing a large number of employees and/or the employees are at different sites, there should be established communication channels. New employees who may be overwhelmed by information they must rapidly process need written guidelines on policies and procedures. A policy manual or information handbook can meet this need (Wangsgard, 1976; Cowan, 1975). In developing a handbook, the supervisor must consider the information to be included, the organization of the material, the distribution of the handbook, and the revision process (Lawson 1974). Finally, having the employees complete a follow up evaluation will determine how effective the handbook has been. (Wangsgard, 1976; Cowan, 1975).

According to Wangsgard (1976), new employees will

need more than just a handbook during their orientation period. They will need the opportunity to discuss policies and procedures with a knowledgeable veteran employee or supervisor. This opportunity to ask questions and give feedback will increase the employee's desire to learn and to read and understand the handbook. Therefore, to orient beginning media specialists to Library Media Services policies and procedures, an information handbook will be developed and an orientation session will be held with each beginning media specialist.

The handbook will cover policy information particular to Library Media Services. It will not duplicate personnel information already available in the the School Board policy manual. Content will be determined by data collected from the Beginning Media Specialist Orientation Survey (Appendix C) and from suggestions from the Supervisor of Library Media Services and other media specialists. The material will be organized in a logical manner using a numerical code technique. Numbers will identify major classifications and subclassifications, a technique suggested by Lawson (1974). A table of contents will

be placed at the beginning of the handbook to ensure the reader's immediate knowledge of the material within. In writing the text, readability will be of paramount importance. The text will be factual, detailed, and objective.

Library Media Services has provided each media specialist in the district with a loose leaf, three-ring binder containing library media documents (curriculum guide, five-year plan, etc.) Therefore, the information handbook will be reproduced on 8 1/2" x 11" paper with holes punched so it may be included in this binder. This loose leaf format will also allow for easier revision. As policy statements change, the revisions may be inserted in place of the former statements.

The handbook will be mailed to the beginning media specialists a week before the orientation session. At this time, the beginning media specialists will be asked to read the handbook and record any questions they may have for the orientation session. The orientation session will be scheduled at the school site at the convenience of the individual beginning media specialist. This scheduling will allow the

beginning media specialist to devote a period of uninterrupted time to the orientation session.

This strategy to improve the understanding of library media policies and procedures by beginning media specialists by 25% was selected on the basis of a review of the literature, the results of the Beginning Media Specialists Orientation Survey (Appendix C), and analysis of telephone interviews with district-level library media supervisors in 10 Florida counties (Appendix B).

Chapter 3: Method

The implementation plan for the solution strategy stated in the previous section is outlined in the following subsections.

Research and Content Determination

From December 1, 1986, to December 13, 1986, the writer analyzed the results of the Beginning Media Specialist Orientation Survey (Appendix C). This survey was given to 12 media specialists who had been hired within the past five years. The survey asked, "Do you think it would assist beginning media specialists if they received information from the district media center staff on the following topics?" They were asked to respond by circling "Important," "Somewhat Important," or "Not Important" to a list of 25 topics. The results as shown in Table 1 gave the writer an indication of the areas in which media specialists felt beginning personnel needed direction.

During telephone interviews (see Chapter 2), supervisors in 10 Florida counties were asked, "In what areas do you find that new media specialists need the most guidance and direction?" The most frequently mentioned areas were ordering, skills instruction,

cataloging, and program promotion. Also mentioned were equipment updating, technical concerns (computers, television), managing personnel, selection, working with principals, communication, collection development, and basic administration of a school media center.

Table 1

Responses to the Beginning Media Specialist Orientation Survey Given in Percentages

Topic	Important	Somewhat Important	Not Important
Budget	100		
Arrangement	25	67	8
Personnel	58	42	
Public Relations	67	25	8
Circulation	83	17	
Selection	58	42	
Challenged Materials	58	42	
Cataloging	67	33	
Processing	67	33	
Maintenance	50	50	
Equipment Repair	58	42	
Book Repair	33	50	17
Weeding	58	42	
Inventory	75	25	
SACS Standards	67	33	
Program Planning	50	50	
Program Assessment	25	75	
Program Promotion	42	58	
Professional Growth	58	42	
Information Skills	75	25	
Reading Guidance	50	42	
Reference	58	42	
Production	50	50	
District Services	75	25	
Evaluation/Observation	92	8	

Library media handbooks from Alachua County, Pinellas County, and Sarasota County were reviewed. As expected, the handbooks contained district-specific policies, procedures, and forms. Alachua County's handbook contained a calendar for the present school year and a list of media specialists and their schools. Pinellas County's handbook was divided in three sections (General Information and Guidelines, Operating a Media Center, and Program Information) and printed on color-coded card stock. The Sarasota County handbook was organized around major topics in library science (i.e., selection, acquisitions) and was very well written. By reviewing these three handbooks, the writer was able to get an overview of the material that a district-level library media handbook should contain and to see various formats.

On December 8, 1986, a memorandum (Appendix D) was sent to the Supervisor of Library Media Services requesting a December 10 meeting to discuss the contents of the handbook. At that meeting, the supervisor was informed of the individual topics that would be covered in the handbook and was asked for input. He said he felt that the project was "on

track." He did emphasize the importance of an attractive cover and the listing of school board members and the superintendent of schools.

At this time the writer made a final determination on the topics for the handbook. It was decided that this handbook would be a resource guide to clarify district policies and procedures and would not attempt to re-teach material that was covered in the employees' college classes.

Preparation of Handbook Draft

During the three week period between December 14, 1986, and January 3, 1987, the writer excerpted from district policy books those policies dealing with library media. The Rules and Regulation of the St. Lucie County School Board (1986) provided the policy statements in the sections on selection, copyright law, and media specialist evaluation/observation form. Another county document, Instructional Materials Program: A Reference (1986), was used to obtain district policies on challenged material, circulation procedures, and inventory and weeding. The district finance department provided an outline of procedures entitled "Purchase Order Procedures" and an explanation

of fund sources. The writer was given permission to adapt the finance department's flow chart on purchase orders to pertain only to library media purchase orders.

Throughout the handbook the writer explained terms by original writing or quoted from Media Programs: District and School (1975), such as budget and program evaluation. The Calgary Board of Education, Educational Team's (1984) guidelines on weeding were included. The information skills section was a listing by competency area for grade levels K-12 provided by School Library Media Services Section (1984). Since all of the schools in the county have been accredited by the Southern Association of Colleges and Schools, media specialists should be familiar with SACS standards. The standards that apply to library media were photocopied from the two SACS documents, Policies, Principles, and Standards for the Accreditation of Elementary and Middle Schools (1986) and Standards of the Commission on Secondary Schools (1986).

A cover that included the international symbol for libraries was designed. To prevent having to update the cover, the cover design contained no dates or names.

Approval of Contents by Supervisor

On January 6, 1987, the Supervisor or Library Media Services reviewed the first draft. He felt the coverage was complete. He suggested that divider pages should be done in light blue to facilitate the reader in locating sections.

Preparation of Final Draft

During the week of January 11-17, 1987, the writer prepared the final draft of the handbook adding a table of contents and divider pages. At this time, the numerical code technique suggested by Lawson (1974) was rejected in favor of an alpha-numerical system also suggested by Lawson (1974). In the numerical system "1 : 2" could be misinterpreted as "twelve". In the alpha-mumerical system the same page was numbered "A-2".

The original plan was to have the information handbook added to the three-ring binders media specialists already used. However, the handbook proved to be too large and separate three-ring binders had to be purchased for the information handbook.

Preparation of Evaluation Checklist

Two evaluation checklists were designed during the week of January 11-17, 1987, one checklist for beginning media specialists to use and another for the Supervisor of Library Media Services. The first page of both checklists were identical. This page asked questions regarding content coverage, format, numbering system, etc. The Supervisor was asked to give an overall estimation of the percentage by which this practicum would improve a beginning media specialist's understanding of library media policies and procedures. The media specialists were asked to give their specific estimation of the percentage of improvement to each topic covered. Both the Supervisor and the media specialists were asked to comment on the project.

Production of the Handbook

On January 20, 1987, the handbook was photocopied on 8 1/2" x 11" paper with holes punched on the side. The copies were placed in three-ring binders that were embossed with the school district's logo.

Evaluation by the Supervisor of Library Media Services

The Supervisor of Library Media Services reviewed the information handbook and completed the evaluation

checklist on January 22, 1987.

Distribution of Handbook

On January 23, 1987, the handbook was mailed to the two beginning media specialists who were identified as the target of this practicum and to two additional media sepcialists employed during the month of January. The writer included a memorandum (Appendix E) explaining the purpose of the handbook. They were asked to read the handbook and list any questions they had. They were asked to let the writer know by telephone when it would be convenient to meet at their schools.

Orientation Sessions

The writer met with the four beginning media specialists individually at their schools on February 3, February 9, and February 10, 1987. All four had read the handbook and had a list of questions about it. The writer answered their questions and then went through the handbook section by section pointing out salient points and answering other questions as they arose. At the end of the orientation sessions, the beginning media specialists completed the evaluation checklists.

Chapter 4: Results

The beginning media specialists and the Supervisor of Library Media Services completed checklists to determine if the information handbook and orientation session improved the understanding by beginning media specialists of library media policies and procedures by 25%. This method of evaluation was chosen based on Cowan's (1975) use of a checklist.

The writer used the hypothesis that by February beginning media specialists would be familiar with library media policies and procedures through informal discussions and telephone calls to the district staff and other media specialists. The orientation session in which the handbook was used as a guide proved this was not the case. For example, none of the four beginning media specialists had seen the Annual Program Report. They had seen the Media Specialist/Evaluation Form but did not understand how it would be used to evaluate them. The beginning media specialists rated both of these topics with a 100% improvement.

The budget process, information skills, SACS standards, program assessment, and inventory and weeding rated from 91.25% to 97.25%. The beginning

media specialists are former classroom teachers and have never had to deal with budgeting of school funds. The budget process is a complicated one, and they felt the orientation improved their understanding by 95%. In the area of information skills, they had questions on how to best teach the skills. The section on SACS standards rated very high (97.5%) and was an area the media specialists wanted to be familiar with because their schools will be having their five-year update for accreditation next school year. The sections on program assessment and inventory and weeding were each given a rating of 95%. Most of the beginning media specialists did not realize they should survey the teachers, students, and administrators on the effectiveness of their programs. Inventory and weeding are activities that generally take place at the end of the school year, and the guidelines on weeding were especially helpful.

Selection, repair and maintenance, copyright law, professional development, District Media Center services, and job descriptions were areas that the beginning media specialists felt had been covered before the orientation session, but they still had

questions. These sections were rated from 81.25% to 85%.

Challenged materials and censorship, cataloging, circulation, and program promotion were rated from 71.25% to 76.25%. The beginning media specialists were dealing with these issues on a daily basis and felt comfortable with what they were doing. They appreciated having copies of the district policies on challenged materials and censorship and on circulation and discussing certain aspects of the policies.

The percentages by which beginning media specialists felt the handbook sections and orientation session improved their understanding of library media policies and procedures is shown in Table 2. The beginning media specialists gave the handbook and orientation session an overall rating of 86.39% in improving their understanding of library media policies and procedures. This rating was 61.39% higher than the expected improvement stated in the outcome objective.

The Supervisor of Library Media Services estimated that the handbook and orientation session will improve a beginning media specialist's understanding of policies and procedures by 100%.

Table 2

Percentage of Improvement in Understanding of Policies and Procedures

Topic	Percentage
Selection	81.25
Challenged Materials	72.5
Budget Process	95
Cataloging	71.25
Circulation Procedures	75
Repair and Maintenance	85
Information Skills	91.25
Copyright Law	82.5
Program Promotion	76.25
Professional Development	81.25
SACS Standards	97.5
Program Assessment	95
Inventory and Weeding	95
Annual Program Report	100
District Media Center Services	85
Job Descriptions	85
Media Specialist Evaluation Form	100

The beginning media specialists and Supervisor gave "yes" answers to the questions on content coverage, format, arrangement, and style. An answered "no" to the question asking if any important topics were excluded.

All of the comments were favorable.

These results show that beginning media

specialists need an information handbook that focuses on district policies and procedures and that an orientation session should be held to go over the handbook. It cannot be assumed that employees are receiving necessary information through informal means.

Chapter 5: Recommendations

The Library Media Services Information Handbook will continue to be the basis of an orientation session held by a member of the district library media services staff with each beginning media specialist.

Copies of the Library Media Services Information Handbook will be distributed to all media specialists in the school district. Although much of the information will be familiar to veteran media specialists, the handbook will be a useful channel of communication, especially as it undergoes periodic revisions. A copy of the information handbook will be sent to each principal in the school district. This district-wide distribution of the handbook will make all media specialists and principals aware of standard library media policies and procedures.

The Supervisor of Library Media Services will support this district-wide distribution through the budgeting of funds for printing and for the purchase of three-ring binders.

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APPENDIX A

LETTER FROM THE SUPERVISOR OF LIBRARY MEDIA SERVICES

LIBRARY MEDIA SERVICES
EXCELLENCE IN EDUCATION

THE SCHOOL BOARD OF ST. LUCIE COUNTY
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Library Media Program Specialist

SUSAN KELLY
Microcomputer Program Specialist

GEORGE R. HILL Ed. D.
Superintendent

BOARD MEMBERS
Thomas H. Bruhn, Chairman
Jeffrey Furst, Vice-Chairman
Samuel S. Gaines
Dale Cassens
Susan Minch

JACK E. ROBERTS
Library Media Services Supervisor

November 10, 1986

Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

To Whom This May Concern:

Mrs. Jane Hargett has identified and selected a practicum of great importance for all schools in St. Lucie County.

This district is one of the fastest growing areas in the country. Because of this rapid growth, we are adding schools and positions each year.

Presently, St. Lucie County's Library Media Services program does not have a handbook to assist newly appointed media specialists. Therefore, when questions and concerns develop among these individuals, they often do not know what to do or where to go to get answers and assistance. The development of such a handbook will be of great value to the district Library Media Services program and to each school level media specialist.

Support will be given to print this handbook and provide time and money to allow all newly appointed media specialists to be introduced to the contents of this publication.

Sincerely,

Jack E. Roberts
Supervisor of Library Media Services

APPENDIX B

BEGINNING MEDIA SPECIALIST ORIENTATION SURVEY

Name June Self

School Ft. Pierce Westwood High

BEGINNING MEDIA SPECIALIST ORIENTATION SURVEY

Do you think it would assist beginning media specialists if they received information from the district media center staff on the following topics?

Please circle the response you think most appropriate.

1. Budget process: Allocation of funds, purchase orders, bookkeeping, internal accounts, etc.	**Important**	Somewhat Important	Not Important
2. Organization and arrangement of furnishings, materials, and equipment	Important	**Somewhat Important**	Not Important
3. Training and supervising media personnel	**Important**	Somewhat Important	Not Important
4. Public relations: Interpreting the library media program to administrators, teachers, parents, and the community	**Important**	Somewhat Important	Not Important
5. Circulation procedures: Policies on circulation of all materials, retrieval of overdue materials, Circulation Plus	**Important**	Somewhat Important	Not Important
6. Selection of appropriate library media: Selection tools, teacher and student input	Important	**Somewhat Important**	Not Important
7. Procedures for dealing with challenged materials/students' right to read	Important	**Somewhat Important**	Not Important
8. Cataloging of materials, print and non-print	**Important**	Somewhat Important	Not Important
9. Processing media for circulation	**Important**	Somewhat Important	Not Important
10. Preventive maintenance for library materials and equipment	Important	**Somewhat Important**	Not Important
11. Procedures for equipment repair	Important	**Somewhat Important**	Not Important
12. Book repair, inhouse or commercial	Important	Somewhat Important	**Not Important**

13. Weeding of library media materials: Policies, procedures	Important	Somewhat Important	Not Important
14. Annual inventory of all media and equipment: Maintaining accurate inventory records, i.e., shelf list cards, equipment cards	Important	Somewhat Important	Not Important
15. SACS standards and state guidelines	Important	Somewhat Important	Not Important
16. Program planning: Orientation of teachers and students, formal and informal instruction, curriculum development	Important	Somewhat Important	Not Important
17. Program assessments: Surveys, usage data	Important	Somewhat Important	Not Important
18. Program promotion: School Library Media Week, newsletters, memos, displays	Important	Somewhat Important	Not Important
19. Professional development: FAME, professional journals, inservice	Important	Somewhat Important	Not Important
20. Information skills instruction	Important	Somewhat Important	Not Important
21. Reading guidance: Storytelling, book talks, book fairs	Important	Somewhat Important	Not Important NA
22. Reference assistance: Specialized bibliographies, reserves	Important	Somewhat Important	Not Important
23. Production services: Equipment, supplies, and consultation	Important	Somewhat Important	Not Important
24. Services offered by the District Media Center: Film loan, professional collection, etc.	Important	Somewhat Important	Not Important
25. Media Specialist Evaluation/ Observation Form	Important	Somewhat Important	Not Important

Are there other topics that you feel should be included in the orientation of a beginning media specialist? If so, please write your ideas and comments in the space below. Please use the back of the page if necessary.

Someone should be available to help with P.O. processing and spending from different funds.
Someone like a "Buddy" to assist with any questions or problems.

Name Gladys Wilson

School Lakewood Park Elementary

BEGINNING MEDIA SPECIALIST ORIENTATION SURVEY

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I do feel a person assisting a new person is more helpful than instructions etc on paper. A lot of help can be given from other media specialist on an informal level.

Name Betty Altenbaugh

School F. K. Sweet Elementary

BEGINNING MEDIA SPECIALIST ORIENTATION SURVEY

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What
Contacts - Phone/written
County office Depts.
Media Center
Book Representatives

Name Peggy Lebair

School Northport Middle School

BEGINNING MEDIA SPECIALIST ORIENTATION SURVEY

Do you think it would assist beginning media specialists if they received information from the district media center staff on the following topics?

Please circle the response you think most appropriate.

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2. Organization and arrangement of furnishings, materials, and equipment	Important	(Somewhat Important)	Not Important
3. Training and supervising media personnel	(Important)	Somewhat Important	Not Important
4. Public relations: Interpreting the library media program to administrators, teachers, parents, and the community	(Important)	Somewhat Important	Not Important
5. Circulation procedures: Policies on circulation of all materials, retrieval of overdue materials, Circulation Plus	(Important)	Somewhat Important	Not Important
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8. Cataloging of materials, print and non-print	Important	(Somewhat Important)	Not Important
9. Processing media for circulation	(Important)	Somewhat Important	Not Important
10. Preventive maintenance for library materials and equipment	(Important)	Somewhat Important	Not Important
11. Procedures for equipment repair	(Important)	Somewhat Important	Not Important
12. Book repair, inhouse or commercial	Important	Somewhat Important	(Not Important)

7 done at each school site

* each should weed their own

13. Weeding of library media materials: Policies, procedures	(Important)	Somewhat Important	Not Important
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25. Media Specialist Evaluation/ Observation Form	(Important)	Somewhat Important	Not Important

* at school site it's important

Are there other topics that you feel should be included in the orientation of a beginning media specialist? If so, please write your ideas and comments in the space below. Please use the back of the page if necessary.

All of the above are very important to a beginning media specialist.

Name Chris Miller

School White City Elementary

BEGINNING MEDIA SPECIALIST ORIENTATION SURVEY

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When I first started, Betty Hansen taught me all the "important" things about setting up the Media Center. Without her I would have floundered.

Chris

Name: Idalia Vazquez

School: Village Green Elementary

BEGINNING MEDIA SPECIALIST ORIENTATION SURVEY

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Are there other topics that you feel should be included in the orientation of a beginning media specialist? If so, please write your ideas and comments in the space below. Please use the back of the page if necessary.

Skill instruction methods - Use of activities and games

BEST COPY AVAILABLE

Name Carole Gooden

School Windmill Point Elementary

BEGINNING MEDIA SPECIALIST ORIENTATION SURVEY

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Name Gloria Bentley

School Dan McCarty Middle School

BEGINNING MEDIA SPECIALIST ORIENTATION SURVEY

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Name John Peterson

School Ft. Pierce Central High

BEGINNING MEDIA SPECIALIST ORIENTATION SURVEY

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The New Media Specialists need a lot of support getting and keeping started

Name Debra McAnelly

School Floresta Elementary

BEGINNING MEDIA SPECIALIST ORIENTATION SURVEY

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Name Kathy McKee

School Lincoln Park Academy

BEGINNING MEDIA SPECIALIST ORIENTATION SURVEY

Do you think it would assist beginning media specialists if they received information from the district media center staff on the following topics?

Please circle the response you think most appropriate.

1. Budget process: Allocation of funds, purchase orders, book-keeping, internal accounts, etc.	Important	Somewhat Important	Not Important
2. Organization and arrangement of furnishings, materials, and equipment	Important	Somewhat Important	Not Important
3. Training and supervising media personnel	Important	Somewhat Important	Not Important
4. Public relations: Interpreting the library media program to administrators, teachers, parents, and the community	Important	Somewhat Important	Not Important
5. Circulation procedures: Policies on circulation of all materials, retrieval of overdue materials, Circulation Plus	Important	Somewhat Important	Not Important
6. Selection of appropriate library media: Selection tools, teacher and student input	Important	Somewhat Important	Not Important
7. Procedures for dealing with challenged materials/students' right to read	Important	Somewhat Important	Not Important
8. Cataloging of materials, print and non-print	Important	Somewhat Important	Not Important
9. Processing media for circulation	Important	Somewhat Important	Not Important
10. Preventive maintenance for library materials and equipment	Important	Somewhat Important	Not Important
11. Procedures for equipment repair	Important	Somewhat Important	Not Important
12. Book repair, inhouse or commercial	Important	Somewhat Important	Not Important

13. Weeding of library media materials: Policies, procedures	Important	Somewhat Important	Not Important
14. Annual inventory of all media and equipment: Maintaining accurate inventory records, i.e., shelf list cards, equipment cards	Important	Somewhat Important	Not Important
15. SACS standards and state guidelines	Important	Somewhat Important	Not Important
16. Program planning: Orientation of teachers and students, formal and informal instruction, curriculum development	Important	Somewhat Important	Not Important
17. Program assessments: Surveys, usage data	Important	Somewhat Important	Not Important
18. Program promotion: School Library Media Week, newsletters, memos, displays	Important	Somewhat Important	Not Important
19. Professional development: FAME, professional journals, inservice	Important	Somewhat Important	Not Important
20. Information skills instruction	Important	Somewhat Important	Not Important
21. Reading guidance: Storytelling, book talks, book fairs	Important	Somewhat Important	Not Important
22. Reference assistance: Specialized bibliographies, reserves	Important	Somewhat Important	Not Important
23. Production services: Equipment, supplies, and consultation	Important	Somewhat Important	Not Important
24. Services offered by the District Media Center: Film loan, professional collection, etc.	Important	Somewhat Important	Not Important
25. Media Specialist Evaluation/ Observation Form	Important	Somewhat Important	Not Important

*

Are there other topics that you feel should be included in the orientation of a beginning media specialist? If so, please write your ideas and comments in the space below. Please use the back of the page if necessary.

*Keep in mind that what I needed help with my first year will differ from the rest of the media specialists. Some of the topics listed above are very relevant to the program + could certainly be included in a handbook.

#22 I could have used (could still use) a good bibliography of books to be included.

in a reference section (including encyclopedia.) I used the encyclopedia list from Booklist. This would be extremely helpful. (Level 7-12)

Name Joyce Apel

School Port St. Lucie Elementary

BEGINNING MEDIA SPECIALIST ORIENTATION SURVEY

Do you think it would assist beginning media specialists if they received information from the district media center staff on the following topics?

Please circle the response you think most appropriate.

1. Budget process: Allocation of funds, purchase orders, bookkeeping, internal accounts, etc.	**Important**	Somewhat Important	Not Important
2. Organization and arrangement of furnishings, materials, and equipment	Important	**Somewhat Important**	Not Important
3. Training and supervising media personnel	Important	**Somewhat Important**	Not Important
4. Public relations: Interpreting the library media program to administrators, teachers, parents, and the community	Important	**Somewhat Important**	Not Important
5. Circulation procedures: Policies on circulation of all materials, retrieval of overdue materials. Circulation Plus	**Important**	Somewhat Important	Not Important
6. Selection of appropriate library media: Selection tools, teacher and student input	**Important**	Somewhat Important	Not Important
7. Procedures for dealing with challenged materials/students' right to read	**Important**	Somewhat Important	Not Important
8. Cataloging of materials, print and non-print	**Important**	Somewhat Important	Not Important
9. Processing media for circulation	**Important**	Somewhat Important	Not Important
10. Preventive maintenance for library materials and equipment	**Important**	Somewhat Important	Not Important
11. Procedures for equipment repair	Important	**Somewhat Important**	Not Important
12. Book repair, inhouse or commercial	Important	**Somewhat Important**	Not Important

13. Weeding of library media materials: Policies, procedures	**Important**	Somewhat Important	Not Important
14. Annual inventory of all media and equipment: Maintaining accurate inventory records. i.e., shelf list cards, equipment cards	**Important**	Somewhat Important	Not Important
15. SACS standards and state guidelines	Important	**Somewhat Important**	Not Important
16. Program planning: Orientation of teachers and students, formal and informal instruction, curriculum development	Important	**Somewhat Important**	Not Important
17. Program assessments: Surveys, usage data	Important	**Somewhat Important**	Not Important
18. Program promotion: School Library Media Week, newsletters, memos, displays	**Important**	Somewhat Important	Not Important
19. Professional development: FAME, professional journals, inservice	Important	**Somewhat Important**	Not Important
20. Information skills instruction	**Important**	Somewhat Important	Not Important
21. Reading guidance: Storytelling, book talks, book fairs	**Important**	Somewhat Important	Not Important
22. Reference assistance: Specialized bibliographies, reserves	**Important**	Somewhat Important	Not Important
23. Production services: Equipment, supplies, and consultation	Important	**Somewhat Important**	Not Important
24. Services offered by the District Media Center: Film loan, professional collection, etc.	**Important**	Somewhat Important	Not Important
25. Media Specialist Evaluation/ Observation Form	**Important**	Somewhat Important	Not Important

Are there other topics that you feel should be included in the orientation of a beginning media specialist? If so, please write your ideas and comments in the space below. Please use the back of the page if necessary.

a handbook with this information would be great!

APPENDIX C

TELEPHONE INTERVIEWS

TELEPHONE INTERVIEW

Name: Vic Burke

County: Marion

Position: Coordinator School Media Services

Street: POBx 670,

City, State, Zip Code: Ocala 32678

Telephone: 904-732-3041

Date of interview: 7-22-86

Does your county have a formal procedure for orienting new media specialists to district policies and procedures?

pre school - all new s.
Service
Worked w individuals at dist. office
goes to schools

In what areas do you find that new media specialists need the most guidance and direction?

1. Ordering

Does your district library media services publish a handbook for media specialists?

Yes

# of ms = 39-40
office
25 exch.

TELEPHONE INTERVIEW

Name: Linda Schroeder
County: Alachua County
Position: Supervisor, Instructional Media
Street: 716 N.W 10th Street
City, State, Zip Code: Gainesville, FL 32601
Telephone: 904-395-0715
Date of interview: Sept. 22, 1986

Does your county have a formal procedure for orienting new media specialists to district policies and procedures?

Workshop for all MS pre-school a before
Course handbook will pre-plan[illegible] 1st week of
new ms. School

In what areas do you find that new media specialists need the most guidance and direction?

① procedures -
filing, ordering, etc.
② equipment updating

Does your district library media services publish a handbook for media specialists?

Yes.

# of MS - 34 centers
44 - 45 M.S.

TELEPHONE INTERVIEW

Name: Jonnie Sprimont

County: Pasco

Position: Director of Instructional Media

Street: 7005 US Hwy 41

City, State, Zip Code: Land O'Lakes 33539

Telephone: 813-996-3400

Date of interview: 9-22-86

Does your county have a formal procedure for orienting new media specialists to district policies and procedures?

Pull out new MS at Oct meeting / B.T.P. = Media Spec as peer
go to schools at beg. of school
MS can come to dist office.
"Susie Thursday" = production lab; see Supervisor
Media newsletter (monthly)

In what areas do you find that new media specialists need the most guidance and direction?

① Technical things / computers + TV
② Manual rules

Does your district library media services publish a handbook for media specialists? yes - 3" thick -
forms, policies,

# of MSs = 45

TELEPHONE INTERVIEW

Name: Mary Hawkes

County: Pinellas

Position: Supervisor, Library Services

Street: 1960 E. Druid Road.

City, State, Zip Code: Clearwater 33546

Telephone: 813-462-9647

Date of interview: 9-22-86

Does your county have a formal procedure for orienting new media specialists to district policies and procedures?

Your center at beginning of year District

Dist. staff goes to school - one-on-one works best.

In what areas do you find that new media specialists need the most guidance and direction?

1. Skills instruction -

Does your district library media services publish a handbook for media specialists?

Yes - loose

# of sxs = 140

TELEPHONE INTERVIEW

Name: Charlene Hogan

County: Broward

Position: Educational Specialist, Media

Street: 6650 Griffin Road

City, State, Zip Code: Davie 33314

Telephone: 305-765-6153

Date of interview: 9-22-86

Does your county have a formal procedure for orienting new media specialists to district policies and procedures?

Introduce (Points) Ordering (form) 3:30-6:30
at beginning of answer questions 3 meeting
w/k Xmas 90 thru' Handbook

work w/ individuals

In what areas do you find that new media specialists need the most guidance and direction?

1. Ordering = P.O's

depends on background

Does your district library media services publish a handbook for media specialists?

yes/(1) Overview, philo. policies (State, Co.)

(2) Operation of sch med centers bud. - inventory - AV equip.

(3) District services - film, pro.

# of MS 200 approx (4) Ordering materials (biggest)
1&0 school (5) Cataloging
(6) Maintenance of equipment

TELEPHONE INTERVIEW

Name: Nancy Haight

County: Seminole

Position: Coordinator, Instructional Media Services

Street: 911 Palmetto Ave.

City, State, Zip Code: Sanford 32771

Telephone: 323-7470

Date of interview: Oct. 1

Does your county have a formal procedure for orienting new media specialists to district policies and procedures?

1 wksp as an extension of pre school wksp

In what areas do you find that new media specialists need the most guidance and direction?

① Finances / Budget / proper business procedures bookkeeping
object Codes -

② Managing personnel

③ Selection -
monitoring sexuality issues /

Does your district library media services publish a handbook for media specialists?

No - working on one, do have media policy & procedures notebook (3-hole)

# of MS 10

TELEPHONE INTERVIEW

Name: Shirley Pettet

County: Program Consultant, Secondary Library Services

Position: Orange

Street: 410 Woods Avenue

City, State, Zip Code: Orlando 32805

Telephone: 305-423-9276

Date of interview: 9-22-86

Does your county have a formal procedure for orienting new media specialists to district policies and procedures?

Multiple Workshops (4 pts) per session throughout the year (general policies, tour DMC, preschool)

Oct session - PO's, share ideas, PR for center

Day care centers + guidance counselors also

Feb - planning next year

March - inventory

Required to turn in 1 goal & objective activities (annual report

In what areas do you find that new media specialists need the most guidance and direction?

good way to start establishing priorities.

1. Working w/ principals, communication
2. Planning
3. Cataloging materials
4. Teaching library skills

Does your district library media services publish a handbook for media specialists?

No - wanted one in draft stage summer - never had time - a writing team - loose leaf - will be ready next year.

# of MS 120 approx

Evaluate media specialists at annual staff.

BEST COPY AVAILABLE

TELEPHONE INTERVIEW

Name: Carol Bernstein

County: Dade

Position: Supervisor of Lib Media Services

Street: 172 NE 15th Street

City, State, Zip Code: Miami 33132

Telephone: 350-3307

Date of interview: 9-22-86

Does your county have a formal procedure for orienting new media specialists to district policies and procedures?

mail w/ all pw school

" " new in pm of all meetings.

run workshops during year for all + for new MS.

has a buddy thru' Dade Co. M.S Assoc.

In what areas do you find that new media specialists need the most guidance and direction? "We try to keep them under our wing for the first year."

1 all areas

2 collection development/weeding + update (replacing replacing where personal)

3. Circul. procedures -

4 promotion (book, AV)

5 Helpful hint.

Does your district library media services publish a handbook for media specialists?

yes

BEST COPY AVAILABLE

# of MS = 300 appx

TELEPHONE INTERVIEW

Name: Sandra McMichael

County: Duval

Position: Coordinator of Educational Media

Street: 31 Warren St.

City, State, Zip Code: Jacksonville, 32206

Telephone: 633-6140 (904)

Date of interview: 9-22-86

Does your county have a formal procedure for orienting new media specialists to district policies and procedures?

meeting w/ all at beginning of year
" " new elem. ms after Labor Day
(open lib concept)
Staff visits new ms at beginning of year.
meet w/ secondary ms on prosram dev. the next week

In what areas do you find that new media specialists need the most guidance and direction?

1. Ordering procedures
2. Monthly stats. (circulat..., (book + AV))
3. Cataloging (very new) => student productions planning w/ staff

Does your district library media services publish a handbook for media specialists?

yes - updated every year
forms)

# of ms = 145 entries
175 ms
app

TELEPHONE INTERVIEW

Name: Martha Dixon
County: Hillsborough
Position: Supervisor of Ed. Media Programs
Street: 707 E Columbus Drive
City, State, Zip Code: Tampa. FL 33602
Telephone: 813-272-4725
Date of interview: 9-22-86

Does your county have a formal procedure for orienting new media specialists to district policies and procedures?

Aug. - 1 hr. meeting w/ new
3 wks after school — Meet at Lib. Processing Center about budget & records
Stress what district staff does
new people — Feb session - Cover 4 or 5 areas / budget form, annual report, Chgs. in Orders / End-of-year ideas & procedures / Inventory control

In what areas do you find that new media specialists need the most guidance and direction?

depends on background
1. Budget + Ordering
2. Receiving /
3. Program ideas, media st...
4. Basic admin stration

Does your district library media services publish a handbook for media specialists?

Yes looseleaf notebook.

; # of mxs = 200

APPENDIX D

MEMORANDUM TO THE SUPERVISOR OF LIBRARY MEDIA SERVICES

MEMORANDUM

TO: Jack Roberts, Supervisor of Library Media Services

FROM: Jane Hargett, Media Program Specialist

DATE: December 8, 1986

SUBJECT: Information Handbook for Beginning Media Specialists

After reviewing media handbooks from Alachua, Pinellas, and Sarasota Counties, analyzing the reponses to the Beginning Media Specialist Orientation Survey and the telephone interviews, and reviewing the literature on policy manual development, I have determined what will be the content of the St. Lucie County Library Media Services Handbook.

I would like to schedule a time for us to discuss the handbook and for you to give input into the contents.

May we meet Wednesday, December 10, 1986, at 8:30am?

APPENDIX E

MEMORANDUM TO BEGINNING MEDIA SPECIALISTS

LIBRARY MEDIA SERVICES
EXCELLENCE IN EDUCATION

THE SCHOOL BOARD OF ST. LUCIE COUNTY
310 Preston Court
Fort Pierce, Florida 33450
(305) 464-3051

JANE HARGETT
Library Media Program Specialist

SUSAN KELLY
Microcomputer Program Specialist

GEORGE R. HILL Ed. D.
Superintendent

BOARD MEMBERS
Thomas H. Bruhn, Chairman
Jeffrey Furst, Vice-Chairman
Samuel S. Gaines
Dale Cassens
Susan Minch

JACK E. ROBERTS
Library Media Services Supervisor

MEMORANDUM
TO:

FROM: Jane Hargett JH

DATE: January 26, 1987

SUBJECT: Library Media Information Handbook

The Library Media Services Information Handbook has been developed to assist beginning media specialists understand district policies and procedures. I would appreciate your reading through the handbook and then meeting with me sometime during the week of February 2-6. We will meet at your convenience at your school. At that time, I would like to go through the handbook with you and answer any questions you may have. I will also ask you to evaluate the effectiveness of the handbook.

Please let me know by phone when I may meet with you at your school.

APPENDIX F

CHECKLISTS COMPLETED BY BEGINNING MEDIA SPECIALISTS

EVALUATION CHECKLIST
FOR
LIBRARY MEDIA SERVICES INFORMATION HANDBOOK

The purpose of this survey is to measure the effectiveness of the Information Handbook in providing operational information not readily available to media specialists prior to this project.

Please check (✓) yes or no in answer to the following questions.

	YES	NO
1. Does the handbook cover the major areas of responsibility?	✓	
2. Are any important topics excluded?		✓
3. Were the policies and procedures clearly stated?	✓	
4. Are the sample forms easily understood?	✓	
5. Do the professional readings, i.e., "An Interpretation of the Library Bill of Rights," and "Weeding the School Library Media Collection," enhance the understanding of the topic?	✓	
6. Are the chapters arranged in logical order?	✓	
7. Are the topics easily found by using the table of contents?	✓	
8. Is the alpha-numerical numbering system easily understood?	✓	
9. Does the test show proper punctuation, spelling, typing and neatness?	✓	
10. Is the loose-leaf format appropriate?	✓	

11. Please give your estimation of the percentage by which this handbook and orientation session will improve your understanding of library media policies and procedures.

Selection	0%___	10%___	25%___	50%___	75%___	90%_X_	100%___
Challenged Materials and Censorship	0%___	10%___	25%___	50%___	75%___	90%_X_	100%___
Budget Process	0%___	10%___	25%___	50%___	75%___	90%___	100%_X_
Cataloging	0%___	10%___	25%___	50%___	75%___	90%___	100%_X_
Circulation Procedures	0%___	10%___	25%___	50%___	75%_X_	90%___	100%___
Repair and Maintenance	0%___	10%___	25%___	50%___	75%___	90%___	100%_X_
Information Skills	0%___	10%___	25%___	50%___	75%___	90%___	100%_X_
Copyright Law	0%___	10%___	25%___	50%_X_	75%___	90%___	100%___
Program Promotion	0%___	10%___	25%___	50%___	75%___	90%_X_	100%___
Professional Development	0%___	10%___	25%___	50%___	75%___	90%___	100%_X_
SACS Standards	0%___	10%___	25%___	50%___	75%___	90%___	100%_X_
Program Assessment	0%___	10%___	25%___	50%___	75%___	90%___	100%_X_
Inventory and Weeding	0%___	10%___	25%___	50%___	75%___	90%___	100%_X_
Annual Program Report	0%___	10%___	25%___	50%___	75%___	90%___	100%_X_
District Media Center Center Services	0%___	10%___	25%___	50%___	75%___	90%___	100%_X_
Job Descriptions	0%___	10%___	25%___	50%___	75%___	90%___	100%_X_
Media Specialist Evaluation Form	0%___	10%___	25%___	50%___	75%___	90%___	100%_X_

12. Please comment on whether or not you feel this project will improve the orientation process of beginning media specialists.

EVALUATION CHECKLIST
FOR
LIBRARY MEDIA SERVICES INFORMATION HANDBOOK

The purpose of this survey is to measure the effectiveness of the Information Handbook in providing operational information not readily available to media specialists prior to this project.

Please check (✓) yes or no in answer to the following questions.

	YES	NO
1. Does the handbook cover the major areas of responsibility?	✓	
2. Are any important topics excluded?		✓
3. Were the policies and procedures clearly stated?	✓	
4. Are the sample forms easily understood?	✓	
5. Do the professional readings, i.e., "An Interpretation of the Library Bill of Rights," and "Weeding the School Library Media Collection," enhance the understanding of the topic?	✓	
6. Are the chapters arranged in logical order?	✓	
7. Are the topics easily found by using the table of contents?	✓	
8. Is the alpha-numerical numbering system easily understood?	✓	
9. Does the text show proper punctuation, spelling, typing and neatness?	✓	
10. Is the loose-leaf format appropriate?	✓	

11. Please give your estimation of the percentage by which this handbook and orientation session will improve your understanding of library media policies and procedures.

	0%	10%	25%	50%	75%	90%	100%
Selection					✓		
Challenged Materials and Censorship			✓				
Budget Process						✓	
Cataloging		✓					
Circulation Procedures				✓			
Repair and Maintenance				✓			
Information Skills					✓		
Copyright Law						✓	
Program Promotion				✓			
Professional Development					✓		
SACS Standards							✓
Program Assessment						✓	
Inventory and Weeding						✓	
Annual Program Report							✓
District Media Center Center Services				✓			
Job Descriptions				✓			
Media Specialist Evaluation Form							✓

12. Please comment on whether or not you feel this project will improve the orientation process of beginning media specialists.

I feel this project is a good resource manual for beginning media specialists.

EVALUATION CHECKLIST
FOR
LIBRARY MEDIA SERVICES INFORMATION HANDBOOK

The purpose of this survey is to measure the effectiveness of the Information Handbook in providing operational information not readily available to media specialists prior to this project.

Please check (✓) yes or no in answer to the following questions.

		YES	NO
1.	Does the handbook cover the major areas of responsibility?	✓	
2.	Are any important topics excluded?		✓
3.	Were the policies and procedures clearly stated?	✓	
4.	Are the sample forms easily understood?	✓	
5.	Do the professional readings, i.e., "An Interpretation of the Library Bill of Rights," and "Weeding the School Library Media Collection," enhance the understanding of the topic?	✓	
6.	Are the chapters arranged in logical order?	✓	
7.	Are the topics easily found by using the table of contents?	✓	
8.	Is the alpha-numerical numbering system easily understood?	✓	
9.	Does the test show proper punctuation, spelling, typing and neatness?	✓	
10.	Is the loose-leaf format appropriate?	✓	

Beginners

11. Please give your estimation of the percentage by which this handbook and orientation session will improve your understanding of library media policies and procedures.

	0%	10%	25%	50%	75%	90%	100%
Selection					✓		✓
Challenged Materials and Censorship							✓
Budget Process							✓
Cataloging							✓
Circulation Procedures							✓
Repair and Maintenance							✓
Information Skills							✓
Copyright Law							✓
Program Promotion					✓		
Professional Development					✓		
SACS Standards							✓
Program Assessment						✓	
Inventory and Weeding							✓
Annual Program Report							✓
District Media Center Center Services							✓
Job Descriptions							✓
Media Specialist Evaluation Form							✓

12. Please comment on whether or not you feel this project will improve the orientation process of beginning media specialists.

This book helps me have immediate direction to my question without having to stop and call the District Media Center. It's very helpful to me.

EVALUATION CHECKLIST
FOR
LIBRARY MEDIA SERVICES INFORMATION HANDBOOK

The purpose of this survey is to measure the effectiveness of the Information Handbook in providing operational information not readily available to media specialists prior to this project.

Please check (✓) yes or no in answer to the following questions.

		YES	NO
1.	Does the handbook cover the major areas of responsibility?	✓	
2.	Are any important topics excluded?	✓	✓
3.	Were the policies and procedures clearly stated?	✓	
4.	Are the sample forms easily understood?	✓	
5.	Do the professional readings, i.e., "An Interpretation of the Library Bill of Rights," and "Weeding the School Library Media Collection," enhance the understanding of the topic?	✓	
6.	Are the chapters arranged in logical order?	✓	
7.	Are the topics easily found by using the table of contents?	✓	
8.	Is the alpha-numerical numbering system easily understood?	✓	
9.	Does the test show proper punctuation, spelling, typing and neatness?	✓	
10.	Is the loose-leaf format appropriate?	✓	

11. Please give your estimation of the percentage by which this handbook and orientation session will improve your understanding of library media policies and procedures.

	0%	10%	25%	50%	75%	90%	100%
Selection				X			
Challenged Materials and Censorship					X		
Budget Process						X	
Cataloging					X		
Circulation Procedures					X		
Repair and Maintenance						X	
Information Skills						X	
Copyright Law						X	
Program Promotion						X	
Professional Development					X		
SACS Standards						X	
Program Assessment							X
Inventory and Weeding						X	
Annual Program Report							X
District Media Center Center Services						X	
Job Descriptions						X	
Media Specialist Evaluation Form							X

12. Please comment on whether or not you feel this project will improve the orientation process of beginning media specialists.

I do feel this is a big help especially to new Media Specialists.

EVALUATION CHECKLIST
FOR
LIBRARY MEDIA SERVICES INFORMATION HANDBOOK

The purpose of this survey is to measure the effectiveness of the Information Handbook in providing operational information not readily available to media specialists prior to this project.

Please check (✓) yes or no in answer to the following questions.

	YES	NO
1. Does the handbook cover the major areas of responsibility?	✓	
2. Are any important topics excluded?		✓
3. Were the policies and procedures clearly stated?	✓	
4. Are the sample forms easily understood?	✓	
5. Do the professional readings, i.e., "An Interpretation of the Library Bill of Rights," and "Weeding the School Library Media Collection," enhance the understanding of the topic?	✓	
6. Are the chapters arranged in logical order?	✓	
7. Are the topics easily found by using the table of contents?	✓	
8. Is the alpha-numerical numbering system easily understood?	✓	
9. Does the test show proper punctuation, spelling, typing and neatness?	✓	
10. Is the loose-leaf format appropriate?	✓	

11. From an administrator's point of view, please give your estimation of the percentage by which this handbook and an orientation session will improve a beginning media specialist's understanding of library media policies and procedures.

0% ____

10% ____

25% ____

50% ____

75% ____

90% ____

100% ✓

12. Please comment on whether or not you feel this project will improve the orientation process of beginning media specialists.

Jane —
Until "NOW" the district could not provide "new" media Specialists with the appropriate written materials necessary for them to function effectively in their new role.
Thank you, on behalf of the district and new Media Specialists for taking such a "TOUGH" job on and doing such an outstanding job organizing this document.

Sincerely — Jack Roberts — Sayreville